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PLANNING AND CONDUCTING EXTENSION CAMPAIGNS

By H. W. HOCHBAUM, *Senior Agriculturist, Office of Cooperative Extension Work,
Extension Service*

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WHY CAMPAIGN?

What prevents farming and country life in the average county from being as profitable and as satisfying as they might be? Usually from three to five big problems, which lie in the field of extension work, stand out. Perhaps the county needs more alfalfa; there are too many scrub bulls; livestock diseases prey upon the farmers' stock; the farmer markets his produce in a slipshod way; the tasks of the mother in the farm home are too hard.

The answers to most of such problems are known. Extension workers attempt to meet them by including problems like these in their programs of work. But why are people so slow to accept the solutions offered? Why must the same demonstrations, the same meetings, the same exhortations be carried on year after year? Why is the question in the annual report form, "Number of farmers influenced to change practices," so irritating to the agent? Why are the figures given in answer often so exasperatingly small?

Answers to these questions will be found by an unbiased critical study of extension methods. Such a study will show first of all that much extension teaching is poorly planned and haphazardly carried on. If we apply better methods of teaching, far more people may be reached and influenced, and far more rapid progress may be made in meeting the large problems of farming and country life. Certainly, the gain made as a result of attacking the three to five great problems that retard rural progress in any county measures the success of extension work. It is not the many little things—

the personal services, the number of meetings, office and farm calls, or letters written—that count. It is not the pet projects or petty demonstrations. It is the county agent who “puts alfalfa on the map,” who rids his county of scrub bulls, who leads in wiping out bovine tuberculosis, who is successful in establishing a marketing system that works, or who gets water installed in the farm homes, who truly succeeds.

WHAT BARS THE ROAD?

Many county extension agents can not get results like these because it is difficult for them to concentrate on a few big lines of work. Study of extension methods shows that they are the victims of overloaded, speculative county programs. The average county extension program includes so many projects, so many lines of work, that the agent has not time to attack the important problems thoroughly and consistently. There seem to be so many interests to serve, so many farmers, and so many specialists who want this or that in the program. The program resulting has come to be a maze, a tangle, from which the county agent can not free himself to give adequate time to a few leading projects. His office has come to be a hopper into which every one drops projects. The agent then is chained to a treadmill, grinding out an unending round of demonstrations, meetings, tours, camps, and the like.

THE WAY OUT

There is a way out. There is a path that leads gradually to more workable programs and to better teaching methods. The first step for the agent is to single out in his program the one big problem that needs major attention. Then he should plan to make a drive on that, to try to get a majority of the people who should be interested to accept the solution which the project teaches. This can be done most effectively by means of a well-planned campaign. If the project is sound, if it presents a real answer to a felt want and this problem and its solution are kept before the people for a year or two by means of a well-planned campaign, many people will be influenced. Contacts will be made with people whom the agent had not known or worked with previously. New friends for extension work will be made. Moreover, it probably will be found that no essential work of the county has been slighted because of this drive. Gradually the people will recognize the value of working on a limited program of real problems and real solutions. Then, from year to year more of these may be attacked by the campaign method. Assuredly campaign methods will bring about better teaching, will influence more people to learn and to adopt better practices.

THE RESULTS MUST SATISFY

A campaign is a well-organized, systematic plan for teaching many persons to make certain desired changes in practices. But this result must bring satisfaction to the individuals so influenced. The better practice should satisfy a real need, a want, a desire which the individual longs to satisfy. He must learn, must be so taught

that he is successful with the new practice. Overstimulation, the "selling under pressure" of silos, dress forms, fireless cookers, pure-bred bulls, or other things, may leave many dissatisfied farmers and housewives.

THE BASIS OF A CAMPAIGN

Modern extension campaigns are planned on the basis of a teaching formula—want, solution, action, satisfaction. (Fig. 1.) This formula implies that the practice which may be recommended to a

farmer must appeal to him as a real solution to his problem. His problem is one of finding a means of satisfying some urgent want, for example, money to pay taxes, buy more land, better equipment, a new car, or some other of the thousands of wants which drive people. Impelled by this want, he can be led to act to adopt the better practice. Then if he is so taught that he wins success with the practice—that is, if he gets the anticipated results as an answer to his wants—satisfaction comes to him and real learning has resulted.

There may be many logical reasons in the mind of the extension agent why a farmer should grow alfalfa, own a pure-bred bull, test his cattle for tubercu-

losis, join a marketing association, or remodel the home kitchen. But logic and argument will avail the extension teacher little. The farmer, like other people will act, will learn only as he sees these things as answers to his problem—his unsatisfied wants.

The following is a circular letter sent out by a county agent. It presents a definite want and a solution:

DEAR SIR: How much of the concrete work in your neighborhood is chipped and cracked, and how much of it will have to be replaced before long? We talk about "Concrete for permanence," and yet if the concrete work in your

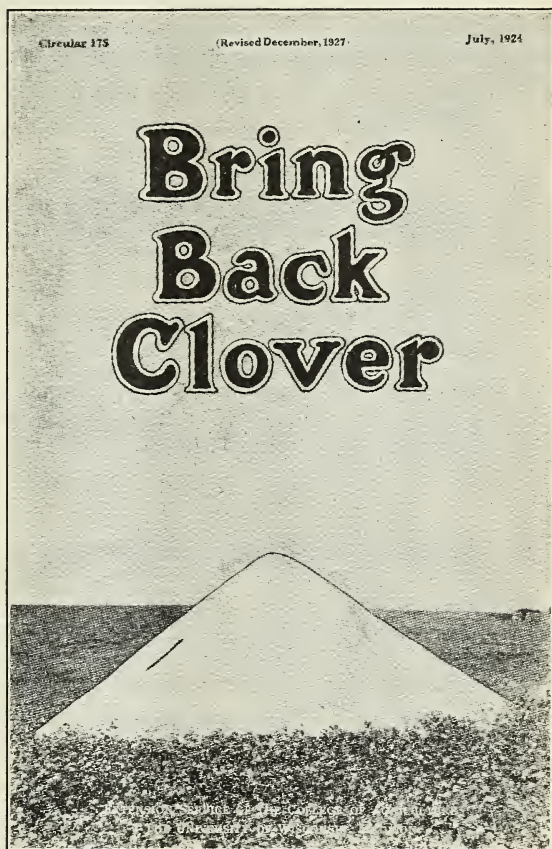


FIG. 1.—A cover page that shows both the want and the solution

community is typical of that in most of Bates County it is anything but permanent.

Concrete experts tell us that this is not the fault of the concrete, but that it is the fault of wrong methods of mixing and improper use of the materials that go to make up concrete. They tell us that we can make concrete which will endure forever if we know the proper proportions of materials.

Realizing this, we have arranged for two concrete demonstrations, one to be held at R. J. Laughlin's place, 2 miles south of Foster, next Monday, June 14, and the other at H. T. Pratt's at Hudson, about 3 miles west and one-half mile north of Appleton City, next Tuesday, June 15. The time of both these meetings will be 1.30 p. m.

Septic tanks for the disposal of farm sewage will be constructed at both places. Mr. _____ of the agricultural extension service, and Mr. _____ of the cement association will be present at these meetings and will explain and demonstrate the making and uses of concrete on the farm for all common purposes.

We would be glad to have you attend one of these meetings if possible.

Yours very truly,

County Extension Agent.

The following letter would not influence the average farmer. It makes no appeal to a want and contains little to spur the reader to action.

To Cattle Owners:

The county-area plan of tuberculosis eradication contemplates the testing of all breeding stock, beef or dairy.

This work is cooperative with the county, State, and Federal governments, and is the only really effective way to eradicate T. B. Investigate the plan and if it looks good, do your bit to put it into operation. Petitions may be found in the newspaper, some of the banks, and in this office.

Yours very truly,

County Extension Agent.

NO PLACE FOR HIGH-PRESSURE SALESMANSHIP

Extension teaching should not be of the high-pressure, "brass-band" salesmanship type. The words of an authority on advertising and selling, E. K. Strong, jr., of the graduate school of business, Leland Stanford University, may be adapted to read:¹

The complete goal in extension teaching is to lead a farmer to want what he needs. He will then learn and apply in terms of his need. Afterwards he will be satisfied because he follows a needed practice or possesses something he needs. Such teaching is scientific, and it is ethical.

High-pressure teaching is entirely different. It is carried on with no thought of needs except as the teacher views these needs. Project No. 76 is dropped into the hopper; some little furor is made, and some emotions are aroused. After further thought the farmer is dissatisfied. He neglects to do the thing he said he would do or to use the thing he bought under pressure. The silo is unfilled; the fireless cooker and the dress form gather dust in the attic; the account book stays back of the kitchen clock. The farmer may thereafter have a prejudice against other extension teaching that might benefit him.

¹ STRONG, E. K. THE PSYCHOLOGY OF SELLING AND ADVERTISING. 468 p., illus. New York. 1925.

SUCCESSFUL CAMPAIGNS EMPHASIZE ONLY A FEW PRACTICES

Most people learn one thing at a time. Therefore the campaign project which sets too many practices or which attempts to teach too much subject matter does not reach many people. (Fig. 2.) True learning brings a change in the individual, a change in habit. But this change does not come as the result of will power or from memorizing facts. It comes as the result of experience and the lesson each experience teaches. If this experience is satisfactory, the learner is encouraged to try further experiences for results. Further changes in habits of thought and habits of action follow. Well-planned campaigns do not present too much to learn and therefore do not demand too many readjustments in habits. Nor do they give a formal mass of subject matter, or an outlined course in such

MICHIGAN AGRICULTURAL COLLEGE
DAIRY AND ALFALFA CAMPAIGN

Name..... Address.....

Number of cows of milking age in herd?.....

What breed of purebred bull do you use?.....

Are you interested in getting a purebred bull?..... Breed.....

Would you join a Bull Association?.....

Would you join a Cow Testing Association?.....

Do you grow alfalfa?..... Was land limed?.....

How many acres will you seed in 1925?..... What kind of seed?.....

Do you want your soil tested for lime requirement?.....

Will you lime?..... Can you get marl?.....

Will you help order a carload of lime?.....

"Better Livestock and Alfalfa on Every Michigan Farm"

FIG. 2.—This enrollment-survey card asks too much. Several projects are covered. It is much better to restrict a campaign to one feature and relatively few practices. Thus, a purebred-bull campaign is better than a purebred-sire campaign; a cow-testing campaign better than a dairy campaign; an alfalfa campaign preferable to a legume campaign

subjects as nutrition, or feeding or breeding livestock. Such procedure might be good memory drill, but it is not good teaching, for the pupil does not learn much in the process. The learner, the farmer, must build his own system and have his own store of knowledge as the result of experience upon experience, result upon result, in solving his problems. Effective teaching guides these experiences and results so that the farmer learns what he should learn and is satisfied with what he has done.

THE WANT AND ITS SOLUTION MUST BE KEPT IN MIND

Successful campaigns are marked by a continuity of teaching effort. The central idea, the better practice, is kept before the people continually. They are shown repeatedly that this is the way

to supply their definite want. There may be varying periods of intensity in the teaching effort during any one year; but there is no month in the campaign when some reminder, some lesson on the "want-solution," is not brought to the attention of the people. So great a variety of teaching aids and devices is used to create such a background of attitudes, facts, and information regarding the want and its solution that the individual is led to act and to have satisfactory experiences with the new practice. (Fig. 3.)

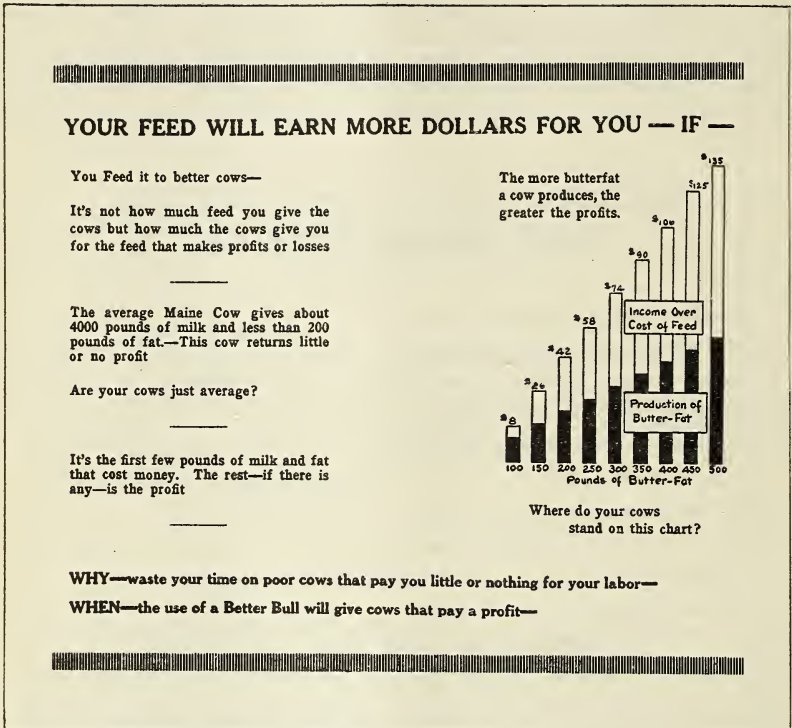


FIG. 3.—An envelope stuffer that gets attention because it presents a want that many feel

The following devices and agents were used in the better-bull campaign in Maine to maintain continuity during the year:

Meetings of county dairy-project leaders; meetings of livestock breeders; community program meetings; barn meetings; field meetings of breeders' associations; mock trial of a scrub bull; annual campaign—progress meeting; circular letters; survey; news articles; better-bull folders; stickers; motion pictures; exhibits; tours to inspect good herds; essay contest; enrollments; support of dairy and breeders' associations and of grange, creamery, and fair associations; radio talks; slides at meetings; honor roll; slogan; farm bureau news; and special better-bull week.

People learn slowly. Habits are not changed overnight. The older type of campaign often failed because it used only a few weeks of rapid-fire, high-pressure tactics. A successful campaign is a connected, continuous series of teaching influences which should bring

about a desired result, a new habit to the satisfied learner. Much repetition and practice are necessary before the majority will act and learn.

FELT WANTS VERSUS PRINCIPLES

The campaign will not be successful unless it concentrates on a real need, a felt want. For example, because dairy cattle in Maine are comparatively free of tuberculosis, farmers there have an opportunity to raise dairy heifers to be sold as replacements in near-by States. Such heifers bring better prices when they come from high-producing stock. Therefore the dairymen need better dairy bulls first of all. As a result of this type of problem analysis and teaching, every county in Maine is cooperating in a better-bull campaign. There is a true need; people feel the want; the proposed solution is a practical one; and the results will be satisfying.

In further illustration: Apples from orchards in some of the Eastern States must compete with the highly colored, well-graded, well-packed fruit from the far West. The eastern grower feels this competition. What is to be done? The answer logically is for him to produce better fruit and to get it to market in better shape. The better-apple campaigns now being conducted in some of the New England States indicate that the eastern grower recognizes this need and its solution.

Some clothing-construction projects are designed to teach groups of rural women the principles of selection, design, cutting, fitting, sewing. But here the teacher is teaching what she learned and what she thinks the farmer's wife should know. The need is not to teach principles and their application but to find a felt want of the women and to teach them how to satisfy it. A "dress that fits and suits" campaign reaches far more women than the clothing-construction project because it answers a real need and a felt want.

WILL THE SOLUTION SATISFY THE WANT?

Before a campaign is started the worth of the recommended practice as a sound solution to a felt want must be proved locally. Thus, where alfalfa has never been grown, 20 to 40 large-field demonstrations should be conducted for several years. These testify to the worth of alfalfa as a solution to the want for more feed. (Fig. 4.) They prove that it can be grown economically in the county. Such thorough demonstrations are most necessary where the practices are new.

However, the experience of some farmers in the community may show that the recommended practice fits local conditions and is a solution to a need. The demonstration stage then can be eliminated. Attention can be given to developing a local source of supply of whatever material and equipment farmers must purchase in adopting the practice. Then the project may assume full speed as a campaign.

PLANNING A CAMPAIGN

Supervisors of county extension agents and specialists who have planned successful campaigns recommended that the following out-

Extension Circular 60

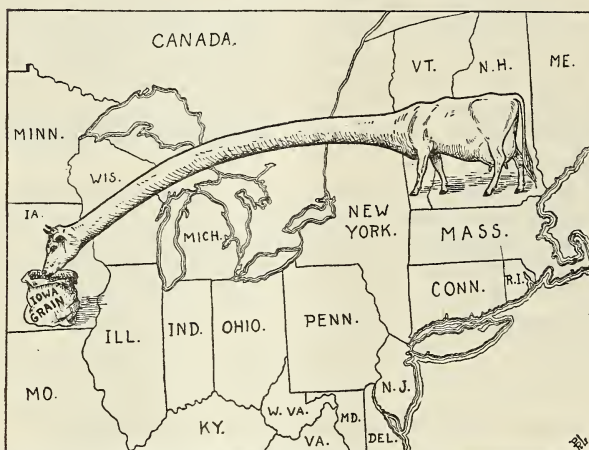
February, 1926

UNIVERSITY OF NEW HAMPSHIRE EXTENSION SERVICE

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WHY WE NEED ALFALFA IN NEW HAMPSHIRE

By G. L. WAUGH



Wouldn't it be more profitable to feed her at home?

If you are an average dairyman in New Hampshire you are paying too big a grain bill. The freight alone on your grain is costing you \$40 a year for a ten cow herd. Half a million dollars of our farmers' milk checks is being spent for freight on western grain for our dairy cows. There is a real need for a change in our methods of providing the crops from which New Hampshire's \$10,000,000 milk crop is made.

Alfalfa can reduce the grain bill and keep more of our dollars on the farm. Much of our land now producing low yields of poor hay could more profitably be pastured, and the winter hay supply raised on a smaller acreage at less cost through the use of alfalfa.

Improved methods of shipping milk and cream have extended the limits from which our eastern markets may draw their supply. The sections from which we may first expect competition in our markets have expanded their acreages of alfalfa as a means of reducing pro-

FIG. 4.—First page of a circular that attracts attention

line be used in campaign planning. Experience with many campaigns indicates that if the steps in this job analysis are well planned and effectively carried out, successful campaigns will result. The steps to be taken in the planning of a campaign are (1) analysis of the problem and situation, (2) determining practices to be taught as a solution, (3) launching a campaign, (4) making a survey, (5) preparing a prospect list, (6) teaching (want-solution), (7) enrollment in campaign (action), (8) giving information and follow-up service (satisfaction), (9) reporting results, and (10) reviewing results and revising plans for the next year.

Connecticut, Maine, New Hampshire, New York, and other States have found it best to have two sets of plans for a campaign. The first is a general State or district-wide plan developed by the specialist. The second is a county plan worked out by the county agent. The State plan is the basis for this, but the county agent should adapt the parent plan to meet the conditions of his county. He will do this if he sees clearly his responsibility in planning correctly the local application of the methods of teaching involved in the campaign. He is the leader of the extension work in the county. One of the first requisites of leadership is the ability to analyze conditions, work out a plan, and follow that plan. The county agent should have his own plan and not one that some one else has worked out for him.

The following is the first page of a State plan of work. This shows the ground covered in planning a campaign with a county agent. Naming the recommended practices on the survey card is an early start in keeping the want solution before the people.

STATE PLAN OF WORK

Save the Pigs: A Guide in Outlining County Plans of Work

Statement of situation.—The county agent will prepare in cooperation with the specialist and supervisor, a 2 to 4 page typewritten statement of the general situation in _____ County showing the need for improvement in the practices in growing pigs; what the problems are; present conditions, circumstances, and practices; size of industry; future trends and opportunities; parasites and diseases most common; opportunities for fresh, clean pastures annually; subject-matter recommendations; in general a bird's-eye view of the problem and its local aspects. This is to serve as a general background for the project and as a basis for newspaper items, circular letters, talks, and as a guide for committeemen.

Desired changes to be brought about.—Scrape houses and farrowing pens, and scrub with boiling water and lye before sow is put in.

Wash sow with soap and water or brush thoroughly before putting in farrowing pen.

Keep your pigs on new pasture or on ground that has been plowed and planted with a crop since pigs have been on it.

Vaccinate against cholera.

Launching.—Specialist and supervisor visit county.

Visit 20 or 30 hog growers with county agent to go over local situation, discussing needs, prevailing practices, proposed solution, general plan of project, and plan for meeting.

In certain counties this step may be preceded by a survey covering 50 to 100 farms to get a representative sample of conditions and practices. Suggestive card:

Name: ----- Address: -----
 Number of sows farrowed: -----
 Number of pigs farrowed: ----- Number of pigs raised: -----
 Type of pasture: ----- Old: ----- New: -----
 Legume: -----
 Type of farrowing pen or house: -----
 Did you clean before farrowing? -----
 Did you vaccinate? -----

SAVE THE PIGS

CLEAN HOUSE

CLEAN SOW

NEW PASTURE

VACCINATE

The ideal county work plan for a campaign is shown in Table 1. In seven or eight of the Eastern States, specialists, supervisors, and county agents join in making plans of work like this. Such a plan is marked by four important features: (1) It is detailed and specific, (2) it gives the agent and his clerk a calendar and work chart which help them to systematize the work and to carry out all the provisions of the plan, (3) it assures continuity of teaching effort, and (4) the plan brings about more effective working relations among specialists, local leaders, county extension agents, and their supervisors.

TABLE 1.—Outline of registered bull campaign

| Steps | April | May | June | July | August | September | October | November |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Survey | | | | | | | | |
| Bull supply | Summarize for county and communities. Notify breeders of proposed campaign, stating probable demand for healthy bulls backed by records of 350 pounds butterfat or 10,000 pounds milk. | | Make up office lists of breeders having bulls for sale in and out of county. | Keep in touch with breeders on supply of bulls. | | | | |
| Making sales | | | Begin to direct interested prospects to sources of supply. Agent or specialist accompany, if time permits. | Arrange trips for groups of prospects to sources of supply. Agent or specialist accompany when at all possible; 8 or 10 men would make good-sized party. | Continue trips for groups of prospects. | Continue trips for groups of prospects. | Continue trips for groups of prospects. | Continue and complete trips with groups for the year. |
| Meetings | Hold county-wide meeting of leading dairy men, creamery men, bankers, business men, feed dealers, and newspaper men. | | Hold 6 twilight barn meetings with community leaders. Get names of men promising to go on a trip for bulls. | Hold 6 or more twilight meetings at barns. Have local leader speak on campaign at local grange. | Hold 6 more twilight barn meetings. Have a few lantern slides shown at motion-picture theaters. | Continue lantern slides at motion-picture theaters. | After silage filling hold a few more meetings to clean up. | |
| News notes | Start question-and-answer column in papers. Write up more local men. Give purebred bull facts based on test-association records, notes, and pictures of last year's bulls. | | Use slogan on letters and news notes throughout year. Publish list of registered-bull owners of county. Continue question-and-answer column and write-ups of local men. Use testimonials of purebred bull owners. | Announce plan of trips to buy bulls. Publish list of new bull buyers. Head write ups like "John Jones wears smile a mile long. He bought a real bull." Use slogan constantly. | Publish list of new bull buyers. Continue local write-ups. Arouse pride, asking that county be put in lead in percentage of registered bulls. | Continue printing names of recent bull buyers. Write up records back of new bulls. Continue data on value of record bulls. | Announce concluding trips to buy bulls. Give status of campaign. | Publish complete results of campaign. Announce campaign will continue after Jan. 1. |

TABLE I.—Outline of registered bull campaign—Continued

| Steps | April | May | June | July | August | September | October | November | |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|--|
| Circular letters or cards. | | Send card or letter to all persons on mailing list, giving result of county-wide meeting and announcing campaign. | Send out card or letter showing county and number of registered bulls by townships. Send out letter signed by president of bankers' association. | First day of month send to mailing list letter announcing groups of farmers will be taken to breeders to inspect bulls for sale. Inclose card to be returned by those interested. | Send out letter, giving number of buyers of bulls to date and announcing continuation of trips by groups to inspect and buy bulls. | Send out letter or card to unresponsive prospects, telling them that last trips of year will be made to breeders to inspect good registered bulls. | By card or letter at first of month, urge remaining prospects to set a date with agent to go for bulls. | Send letter of thanking project committee men and cooperator. | |
| Visits. | Visit dairy-project leaders prior to county-wide meeting to enlist their hearty support. Ask each to be responsible for placing 3 bulls. | Begin visiting prospects first in those communities not covered last year. Visit or phone breeders to make sure of supply of good bulls. | Finish distributing posters and pictures covering granges, creameries, post offices, stores, etc. | Visit prospect list by townships, explaining campaign. Show pictures of some bulls, recently bought. | Continue visits to prospects. Check up on community leaders, asking if each has obtained his quota of 3. | Visit remaining prospects to clean up. | Spent all available time on trips with buyers. | | |
| Exhibits, posters, etc. | | Distribute and post true-type bull pictures and milk-can map showing results of grading up with pure-bred bull. Attach mention of county agent's office. | Erect 1 or more big window displays. Paste pictures of bulls (mostly local ones) on large wall board. Give figures on superior production. | Erect 1 or more big window displays. Paste pictures of bulls (mostly local ones) on large wall board. Give figures on superior production. | Continue posters, pictures, and displays. Move wall-board display to other towns. | At county or local fairs use bull exhibit to boost campaign. Add pictures of some new bulls to display. | Continue pictures, posters, and displays. | | |
| Contests, trials, or funerals. | | Publish rules of slogan contest approved by a committee of banker, newspaper man, farmer, and county agent. Get out rules on first of month. | Close slogan contest on first of month. Announce winners. | Hold mock trial or scrub-bull funeral. Have every grange stage a mock trial, scrub-bull funeral, or debate. | Check up on granges to see that trial or other act is staged. | | | | |

| | | | | | | | |
|----------------------------|--|--------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Tours and round-up.</p> | | <p>Visit herds headed by good bulls. Invite everybody, including news reporters.</p> | | <p>Keep map up to date. Have newspaper reporters drop in to see it and to make news item.</p> | | | <p>Last of month hold banquet for buyers and committee men. Show motion pictures of bulls. Complete county map showing full results of campaign by townships.</p> |
|----------------------------|--|--------------------------------------------------------------------------------------|--|-----------------------------------------------------------------------------------------------|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Successful campaign planning involves bringing together the specialists concerned, the supervisors, and a few county extension agents to go over the following ground: (1) Clear their subject matter on the problem and the solution; (2) agree upon the practices to be taught; (3) study, modify, and approve campaign plan as prepared by the specialist for the State; (4) agree on the counties in which the campaign will be run; and (5) make the plan a joint plan. Thereafter the supervisor takes the responsibility of helping county agents to make their work plans. He visits each county and helps the agent to make a detailed work chart for the campaign. Each of the 10 phases of a campaign as outlined here is covered in these work charts.

ANALYSIS OF PROBLEM AND SITUATION

This is a 2 to 4 page typewritten statement worked out by the county agent and the supervisor or specialist. It covers all the essential features of the problem and the solution under local circumstances and needs. This statement gives a bird's-eye view of the whole situation underlying the need for the recommended practices. It presents the solution, the objective, the general plan of attack. In working this out, the agent and the supervisor have the opportunity to consider local conditions and to do some straight thinking on the problem and solution as viewed locally. The preparation of this statement corrects and clarifies the subject matter for the county agent and sometimes for the specialist. It brings unanimity of opinion on problem and solution. Moreover, the statement serves to give the county agent the proper background. In some States it is used in instructing project leaders. In this statement the agent finds his chief talking points and leads for news items, articles, circular letters, and general instructions. He steers his entire campaign by the light of this statement.

An example of part of such a statement follows:

PROPOSED EDUCATIONAL CAMPAIGN TO CONTROL THE EUROPEAN CORN BORER IN NEW YORK STATE

Statement of situation: The area infested with the European corn borer covers approximately two-thirds or three-fourths of the tillable lands of New York State. In most of this area the infestation is very light. Commercial losses are practically restricted to fields in townships bordering Lake Erie, or those next to them, and a few plantings near Schenectady. The borer was first discovered in these two localities in 1919.

What damage the borer is capable of doing is clearly indicated by the condition in Kent and Essex Counties, Ontario, Canada, in 1926 and 1927. There, in certain localities, corn planting was reduced 50 to 90 per cent. Conditions in that part of Canada may be exceptionally favorable to the borer. Sweet corn is menaced to a possibly greater degree than other crops. Late plantings are not often seriously injured. The most profitable sweet-corn crops are from earlier plantings, and these are most likely to be injured by corn borers. Infested ears are not wanted by the canning companies or by the public that buys green corn. A relatively low percentage of infested ears may be enough to send buyers elsewhere. Field-corn growers may also expect losses. The Canadian conditions mentioned above apply to field corn.

DETERMINING PRACTICES TO BE TAUGHT AS A SOLUTION

A campaign should teach practices rather than principles. (Fig. 5.) These practices represent the answers to needs felt by a large number of persons. They are the desired changes which the extension teacher is trying to bring about. They are the hurdles over which the farmer must go to reach the promised objectives, larger yields, more profits, or other satisfactions.

There should not be too many hurdles. The adoption of each new practice may demand several changes or readjustments in methods of work. It may require the breaking of an old habit and the making of a new one. Moreover, each practice may require the spending of money for seeds, stock, or equipment. Hence it is well to introduce only the most essential practices and not everything that may seem desirable. The aim is to help many persons up one or two steps, not a few persons up many steps.

"Health Sticks to Clean Chicks"

FOLLOW THE

NEW HAVEN COUNTY GROW-HEALTHY-CHICKS PROGRAM

For Particulars, address The Farm Bureau, New Haven, Conn.

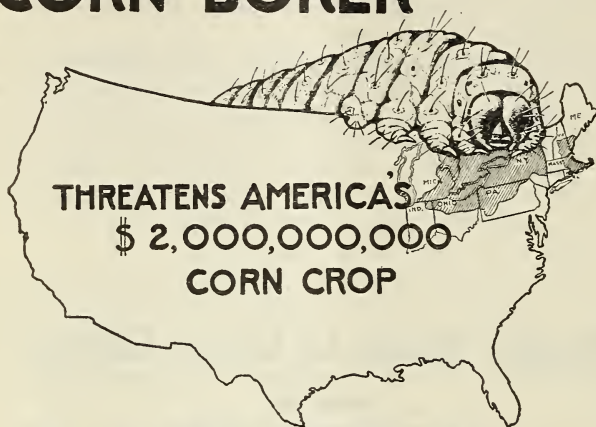
- | | |
|-------------------------|------------------------|
| 1. Clean Chicks | 5. Clean Litter |
| 2. Clean Incubators | 6. Clean Feed |
| 3. Clean Brooder Houses | 7. Clean Laying Houses |
| 4. Clean Ground | 8. Keep Clean |

FIG. 5.—An envelope stuffer that attempts to teach practices rather than principles. The slogan used won first prize in a county contest

Will the farmer read the recommended practices? Will they stop and hold him? Will he come to know them as solutions to his problem? Will he follow them rightly?

These are questions which must be met by the extension agent. Therefore the recommended practices should be stated as crisp, positive, specific injunctions. (Fig. 6.) They should leave no doubt in the farmer's mind as to just what is meant and what should be done. If they can be couched as phrases that will stick all the better. The task is one of getting the farmer's attention, holding it on these practices, and getting him to know these terse injunctions as solutions to his problems, his wants. These statements should appear in circulars and circular letters, posters, stickers, envelope stuffers, banners, and blotters. They should be given prominence in news articles, poster, slogan, or reasons contests, window displays, and exhibits. Then continuity is assured. Then the necessary iteration

THE CORN BORER



THREATENS AMERICA'S
\$ 2,000,000,000
CORN CROP

STOP HIM!
CLEAN UP BEFORE MAY 1

HOW TO DO IT

BURN OR PLOW UNDER COMPLETELY all cornstalks, stubble, cobs, and trash left in the field

BURN all cornstalks, cobs, and trash now in barnyards, feed lots, stacks, or elsewhere, that have not been shredded or made into silage

U. S. DEPARTMENT OF AGRICULTURE :: BUREAU OF ENTOMOLOGY :: WASHINGTON, D. C.
U. S. GOVERNMENT PRINTING OFFICE 8-3744

FIG. 6.—A poster that goes straight to the point, giving specific directions in a forceful manner

and reiteration of "These are your wants, and these practices will bring you satisfaction." will be provided.

LAUNCHING A CAMPAIGN

Specialists and supervisors of county extension agents are emphasizing the proper launching of a campaign. They point out that before a campaign is in full swing the support of the leading farmers and certain professional and business men should have been obtained. It is well to do this even where a strong extension organization and capable

local leaders are back of the campaign. The local bankers, dealers, newspaper men, secretaries of luncheon clubs and chambers of commerce, school officials, and ministers should be approached and have "the want and the solution," the objectives and plans for the campaign, explained to them. Business men should cooperate with the agent in distributing such necessary equipment and material as lime, seeds, fertilizers, dress goods, notions, feeds, or whatever the recommended practice demands. If they are interested they will give the campaign support and interest others in the work. Their help is needed in the staging of window displays, exhibits, and meetings. Essay, poster, and slogan contests demand the full cooperation of local business and professional people, who also have been found helpful in furnishing and distributing stickers, envelope stuffers, posters, and other educational publicity material. (Fig. 7.) Thus, 50,000 stickers were used during the first year of the better-bull campaign in Maine. These were used in mail matter and on returned empty milk cans by a large commercial dairy system that served 4,000 patrons. An ice-cream company distributed these stickers to its 500 patrons. Livestock breeders, local creameries, and banks in some counties likewise used them.



FIG. 7.—Some stickers that were used effectively in extension campaigns

Suggestions for launching campaigns properly may best be illustrated by the following outline of steps taken from a detailed plan of work for a campaign. They represent the ground gone over by a specialist and a county agent in planning a campaign. The work chart made as a result of this plan showed the dates for taking the various steps:

Local newspapers announce the coming of specialists and supervisor to study problems in the county.

County agent and specialist (or supervisor) visit 15 to 20 leading farmers interested in the problem and go over the "want-solution" and the campaign idea to obtain approval.

Supervisor (or specialist) and county agent work out a local statement of situation and a county plan of work for campaign.

Local newspapers carry items on results of these visits quoting leading farmers and announcing plan of concentrating on problem.

Agent visits business and professional men to enlist interest in "want-solution" and campaign. He completes arrangements necessary to handle the supplies and equipment needed.

Newspapers carry statement of situation and items concerning visits with business men.

Agent publishes news notices of county meeting of leaders to plan campaign.

Agent sends circular letter to leading farmers inviting them to meeting featuring "want-solution."

Meeting: President of local extension organization discusses need, want, and purpose of meeting, and introduces specialist. Specialist discusses problem and solution suitable to local conditions. General discussion. County agent outlines campaign plan. Discussion and approval of plan. Appointment of committees. Preparation of news items concerning the meeting and its results and including general plan of campaign. Circular letter regarding the meeting, results, and plan of campaign sent to persons on a general list.

MAKING A SURVEY

In most campaigns the county agent should know the name, location, and circumstances of every person for whom the recommended practice is appropriate. Thus, in a purebred-bull campaign the name of every owner of a scrub or inferior bull should be listed on a card with such information as the breed and number of cows kept, the number of calves raised, pasture facilities, in what form the milk is sold, and some reason why the individual should or should not have or use a better bull. The extension agent as teacher must make clear the objectives, the desired changes, to be brought about, but he also needs to know just who it is he is trying to influence. Otherwise there will be too much broadcasting and little knowledge of who is receiving the message.

The only way to get such facts and to organize a list of those who need to adopt a recommended practice is to make a survey of the majority of the farms. This survey not only finds the individual for whom the recommended practice is appropriate but brings the agent closer to real needs and conditions. (Fig. 8.)

Estimates, or the opinions of a few leaders, seldom give a true picture of conditions. Thus a county agent in one of the Eastern States estimated that 90 per cent of the dairy bulls in his county were purebred. He did not think that a campaign was needed. The farm survey showed, however, that only 20 per cent of the bulls were purebred. In another Eastern State, the main emphasis in a nutrition project was to be placed on the use of more fruits and vegetables. A survey showed that these were not generally lacking

in the diet of the average adult but that the great need was for more milk.

Facts like these, as brought out by a survey, focus the attention of people on the general need and beget interest in the problem. The survey itself, if well handled, also develops interest in the campaign. People realize that something is going on and want to know what it is all about.

PREPARING A PROSPECT LIST

This is a list, a card index, of individuals for whom the recommended practices are known to be appropriate. These are the people the county agent is trying to influence to change practices. They are sent much special mail matter, such as circulars, envelope stuffers, and announcements of meetings and tours. After a period of sev-

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 U. S. DEPARTMENT OF AGRICULTURE AND STATE LAND-GRANT COLLEGES COOPERATING 8-3923

IDLE LAND SURVEY

Town..... School District.....

Name

Address

Do you own this farm? Total acres.....

Yes No

Indicate the acres of cleared land not needed for crops or pasture, giving approximately the proportions that are:-

1. Well drained.....acres. 2. Dry.....acres.

3. Swampy.....acres.

Are you interested in tree planting on your farm?.....

Yes No

FIG. 8.—A return card used in a survey to locate the individuals who needed to adopt the recommended practice

eral weeks, the campaign plans call for a definite attempt to enroll these people in the campaign. Specific appeals are made to get them to state that they will adopt the recommended practices.

In an alfalfa campaign in Whitley County, Ind., this prospect list comprised 700 names of farmers. In the purebred-bull campaign in Maine the list included about 1,500 names of men who are raising calves and who are known to have scrub or inferior bulls.

Some county agents have a prospect list on loose-leaf pages in a ring binder. The names are listed by communities and include such data on the farmers' circumstances as: "Owns 80 acres in land; buys \$700 worth of feed annually; has 10 cows; needs 10 acres of alfalfa." Spaces are left after each name for checking special mail material sent to each prospect, and the responses made. A still better adaptation is the prospect card used in Maine in connection with a purebred-bull campaign. This has space for keeping a record of the contacts made with the prospect and of his responses.

It will be seen that the mailing list so commonly found in county agents' offices will not do for a campaign. Here the teaching is directed to certain individuals whose needs are known. Appeals are made directly to these people in terms of their definite wants, and the effort to influence them to change is systematic. If the list is not accurate as to people's needs and circumstances, much mail matter is sent to people who have no interest in the project. The owner of a small farm flock, as a result, gets material meant for the commercial poultryman. The man with a few cows gets material that is over his head. The fruit grower may get letters on purebred bulls.

The steps involved in making a survey and the questions asked follow. The questionnaire shown was used in a "Grow healthy chicks" campaign by Roy E. Jones, poultry specialist in Connecticut.

OUTLINE OF STEPS IN MAKING A SURVEY

["Grow healthy chicks" campaign, New Haven County, Conn., 1926.]

News notes on need for survey.

Circular letter to general list stating need for survey and inclosing return survey card.

News notes on progress of survey.

Five days later repeat circular letter, sending to all who did not return cards.

Meeting of project leaders to go over lists and cards returned and to plan for completing survey.

News notes on clean-up of survey by project leaders.

Survey card used at all meetings.

Farm-to-farm survey by committeemen. Use telephone where possible.

Summarize survey, and organize prospect list.

News notes on survey and conditions shown.

SURVEY CARD

Number of laying hens at beginning of 1926: -----

Number of hens died in 1926: -----

Number of chicks brooded in 1925: -----

Number of chicks died in 1925: -----

Square feet of floor space in brooder houses: -----

Were your chicks brooded on new ground? -----

Range area in acres for growing chicks: -----

Name: ----- Address: -----

TEACHING

After the plans are well outlined for organizing an accurate prospect list, the county agent and supervisor can plan the means of getting these prospects actively interested. The plans should use intensively a variety of means and agencies to impress upon certain individuals their wants and the fact that the solution offered is the one they should adopt. This "want-solution" is featured in all the devices used at this stage of the campaign. The big task is to keep the "want-solution" in the mind of the individual whom the agent is trying to influence.

Just what should be used to attract attention and to arouse interest? What devices can be employed to keep the "want-solution" in the mind of each individual for whom the recommended practice is appropriate? How can persons be influenced to act? A wise choice of appropriate means and their skillful use at this stage are fundamental.



\$30.00 IN PRIZES
For a
“GROW HEALTHY CHICKS”
Slogan

To aid the “Grow Healthy Chicks” program of New Haven County poultrymen, the New Haven County Poultry Club, the New Haven County Farm Bureau, the Cheshire Poultry Club and the Milford Poultry Club have contributed \$30.00 to be offered in prizes for the best slogans submitted.

| | |
|--------------------|---------|
| FIRST PRIZE | \$15.00 |
| SECOND PRIZE | 10.00 |
| THIRD PRIZE | 5.00 |

Eligibility: Any resident of New Haven County may compete in this contest. One or more slogans may be submitted by each contestant.

Length: Slogan should not contain more than ten words.

Time Limit: All entries must be delivered at the Farm Bureau office or deposited in the mail not later than January 25.

| | |
|--------------------------------------------------------|-----------|
| <i>Scoring:</i> Appeal | 50 Points |
| Adaptability to the Grow Healthy Chicks Campaign | 25 Points |
| Simplicity | 15 Points |
| Originality | 10 Points |

All slogans should be sent to Raymond K. Clapp, New Haven County Farm Bureau, New Haven, Connecticut.

Reasons for the
“Grow Healthy Chicks” Program

The growing of clean chicks in clean houses on clean ground is very important to insure the raising of healthy poultry. One hundred and twenty-eight poultrymen report losses of 23,756 out of 101,458 chicks brooded in 1925. They also lost 4,472 hens out of 37,065. This is too many. It is easier to prevent disease than to cure it.

Facts prove that this death rate can be decreased by following a definite program calling for clean chicks, clean houses, clean ground, clean litter, clean food, and clean management.

One slogan has already been suggested. “The clean chick is never sick.” This slogan, however, can not compete for the prizes.

I submit the following slogans for the New Haven County Farm Bureau—Grow Healthy Chicks—Program:

1.
2.
3.

Name Address

FIG. 9.—A circular letter used in a slogan contest. It gives the rules of the contest and the purpose of the campaign

Extension agents are continually increasing the number and variety of aids used to carry the "want-solution" idea and are showing increasing skill in using them. The usual aim is to start this stage by employing some novel feature; thus, slogan contests have been found valuable in several Eastern States. (Fig. 9.) In New Haven County, Conn., in the "Grow healthy chicks" campaign, a contest was advertised which brought in 454 slogans. This and the winning slogan, "Health sticks to clean chicks," contributed toward influencing 237 poultrymen to enroll in the campaign. In New Hampshire and New York slogan contests have been conducted in the beginning of alfalfa campaigns. The winning slogan in Strafford County, N. H., "Milk flows where alfalfa grows," and the winning one in New York, "Alfalfa acres are money-makers," likewise helped to call attention to underlying wants and the solution. Following is an outline for the conduct of a slogan contest to further an alfalfa campaign, as prepared for the use of county agents in New York:

OUTLINE FOR AN ALFALFA SLOGAN CONTEST

Type.—Until more counties are engaged in conducting an alfalfa campaign, slogan contests will be conducted separately by counties.

Purpose.—Such contests serve to stimulate attention and interest and also have a useful part in teaching. A good slogan holds a definite idea before people. The slogan, "Say it with flowers," probably is of great value to florists.

Operations.—The slogan contest may either be organized and conducted by a special committee made up of the chairman of the county alfalfa-project committee, one or more business men, and one or more of the district superintendents of schools, or by the county alfalfa committee in cooperation with the school superintendents, teachers, and business men. The committee in charge, working with the county agent, organizes the rules governing the contest, obtains funds for prizes, judges the slogans submitted or appoints judges, and makes awards.

Rules.—Rules governing the contest should be simple and clear and should cover the following points:

Set a time limit—say two weeks from the day the rules are furnished school-teachers to the last day for submitting slogans.

Who is eligible. (Pupils in grades below high school.)

How entries are to be made.

Slogan should be short, catchy, and to the point. The number of words and letters in words may be limited. In Maine the slogan was limited to 23 letters and spaces between words.

Slogan should tell why alfalfa ought to be more extensively grown in Blank County.

Prizes should not exceed a total of \$25 (given by farm bureau or commercial concerns): First prize, \$5; second prize, \$3; third prize, \$2; and 15 prizes of \$1 each.

Include or attach statement prepared by college regarding value of alfalfa.

Include typical slogan, such as the one in use in Strafford County, N. H.—"Milk flows where alfalfa grows."

Publicity.—Full information should be given through the public press, the farm-bureau news sheet, and possibly circular letters, two or three weeks before contest begins regarding its purpose, practices, and cooperating parties. Follow-up publicity material should be sent out consistently throughout the contest.

Use.—The following are a few uses that may be made of the slogan selected as the most suitable:

At the bottom of all stationery, as a footnote, preferably in ink of a different color from that used in heading.

On all circular letters and post cards.

As a heading or footnote for all news notes and articles referring to the alfalfa campaign.

- As a heading on all posters.
- On banners or signs used in exhibits or displays.
- Rubber stamped on all circulars or bulletins sent out.
- On small stickers for envelopes.
- On store or bank placards.

System of scoring.—Entries may be scored as follows (plan used in Maine): Appeal, 50 points; adaptability to campaign, 25 points; simplicity, 15 points; originality, 10 points.

In some places poster, essay, or reasons contests have been used to draw attention to the campaign and its objectives. These are supplemented by many other devices to carry to people the “want-solution” and the program of practices. Window displays and ex-

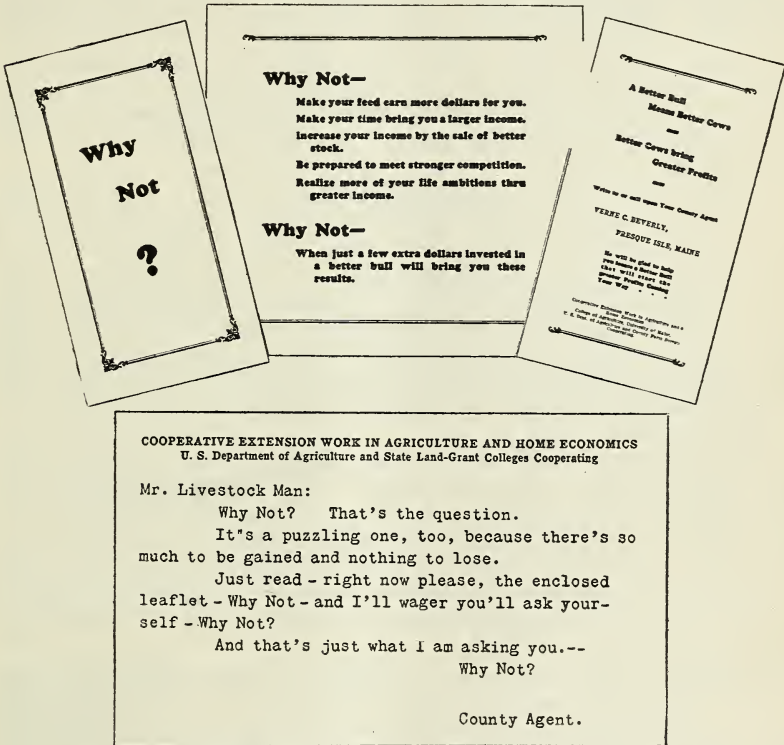


FIG. 10.—Circular and card sent to livestock producers as part of a purebred-bull campaign

hibits, illustrated material at meetings, charades, dramatics, parades, motion pictures, slides, posters, stickers, envelope stuffers, cut-outs, puzzles, advertisements, cartoons, news notices, may all be used to keep the “want-solution” in the minds of prospects, and to teach them the value of recommended practices. The story is told by various means, but all tell and retell: “This is the want, this is the solution. These are the pleasant things that will come to the prospect if he adopts the recommended practice.” The agent uses printed circular letters and illustrated post cards, demonstrations and apple-pie baking contests, tours, and field meetings, or whatever seems appropriate. (Fig. 10.) Each has a studied part in teaching the program of

recommended practices. If it is a grow-healthy-chicks campaign, each news item, circular, exhibit, meeting, or slogan carries the idea, the want, and the solution. "Now the poultrymen are losing 25 per cent of their chicks. If they follow the program—i. e., clean chicks, clean house, clean ground, clean feeding—they can cut their losses to 7 per cent." These things are told and retold. Learning is a change in habit. Habits are not wished on. The desire, the want, must be kept alive. The idea must be repeated until the prospect is moved to action.

ENROLLMENT IN CAMPAIGN

Will those on the prospect list respond to the "want-solution" teaching? Will they act? Will they adopt the recommended practices? Unless many people do respond to the teachings of the campaign, it has failed. Then the many circulars and letters, stuffers and bulletins sent out, the meetings and tours conducted, the committees that have been at work, have only added to the general deluge of agricultural information. A well-planned campaign influences many people to act to change their practices.

No county agent can leave this problem to chance. His plans must provide opportunity for persistent, systematic, well-organized effort to get many people to act to adopt the recommended practices. It is assumed that these practices are the practical solution to wants certain people are known to have. Then it is ethical, sound, necessary, to move these people to act, to adopt this solution. The agent should not hesitate, provided always that the practices are sound, and that his teaching has been carried on skillfully and for so long a time that the people recognize the recommended practices as solutions to their wants.

There are two general methods of getting action. Both should be provided for in the campaign plans. The first method provides a local supply of necessary materials, equipment, seed, and stock to be purchased by individuals who wish to adopt the recommended practices. The farmer must be able to satisfy his desires as easily, surely, and as cheaply as possible. Otherwise, substitutes may be accepted or old practices continued. This is one of the weak links in much extension teaching.

In order to meet this need, specialists, agent, and local leaders unite in persuading merchants and business men to establish a sales service. Sometimes this is nothing more than an agreement by certain merchants to keep the necessary seeds, materials, or equipment in stock for sale at reasonable prices. Breeders of livestock usually cooperate with county agents in furnishing lists and records of purebred stock that meets the accepted standard. Similarly, in a "Grow healthy chicks" campaign, breeders and hatcheries cooperate that a supply of disease-free stock may be assured.

Likewise, the better spraying of fruit trees becomes more general when spray rings and commercial spraying are organized for the benefit of small-orchard owners who can not afford to own a power spray rig. Occasionally certain farmers are selected in a county to grow and supply the kinds and strains of seed wanted. Thus in one of the Eastern States a campaign for the use of improved potato seed was preceded by two years of demonstration work. The demonstrators were picked cooperators who, during these two years, grew

a stock of improved seed. This was purchased later by those who became interested in planting better seed as a result of the campaign.

Nutrition projects teach the use of more vegetables, whole cereals, fruits and milk. Before intensive teaching is attempted ways and means should be developed for the purchase of these foods conveniently and cheaply. Oatmeal is the only whole cereal available in some places. In others green vegetables and fruits are difficult to get and high priced.

In some campaigns the problem of developing a cheap and adequate supply of the needed materials requires much study and preparation. Transportation costs may be unnecessarily high, or new routes and methods must be developed. Thus, a truck service may make it possible to bring lime to the farmers' fields more cheaply and conveniently than they could get it by rail. New sources of

COOPERATIVE EXTENSION WORK IN AGRICULTURE AND HOME ECONOMICS
U. S. DEPARTMENT OF AGRICULTURE AND STATE LAND-GRANT COLLEGES COOPERATING

9-2922

ENROLLMENT CARD

WHITLEY COUNTY 5000-ACRE ALFALFA CLUB

I believe in Alfalfa for Whitley County and will help boost by enrolling in the 5000-Acre Alfalfa Club. I now have _____ acres of alfalfa and intend to seed _____ acres more next _____. Since full success seems best assured by the 7 points of the "Whitley County Plan of Growing Alfalfa", it is my intention to follow them as closely as possible.

Name-----Township-----

Address-----

"Alfalfa Acres Are Money Makers"

FIG. 11.—An enrollment card used in an alfalfa campaign. The campaign slogan appears in a prominent position

supply must sometimes be found, opened, and made commercially profitable.

The alfalfa campaigns conducted in Wisconsin first assumed headway when sources of marl and limestone and waste from pulp mills were made available. In many counties local limestone crushers have been brought in to supply this need. In other counties business men have joined in bringing in large cheap lots of crushed limestone. This whole problem was expressed in a few words by a county agent in one of the Eastern States, who said, "You've got to make it easy for them."

The second plan of insuring action is to enroll prospects in the campaign. This is done after the "want-solution" teaching has been carried on so long that the prospects are believed to have been influenced thereby. Then a systematic appeal is made to these prospects to sign cards promising to follow the recommended practices. (Fig. 11.) To avoid misunderstanding and for reemphasis, the cards

list these practices. The signer also agrees to report results obtained in following the recommendations.

These cards are used in various ways. The following outline explains the details of obtaining signers. When the cards are used in this way the results are most gratifying. Moreover, there is little opportunity for misunderstandings. Caution must be exercised to avoid the enrollment of prospects before sufficient time has elapsed to let the "want-solution" idea have its effect. In most campaigns at least two or three months of the "want-solution" stage should pass before enrollment is attempted:

STEPS IN ENROLLMENT OF PROSPECTS

Publish series of news notes on the enrollment plan, emphasizing the program of recommended practices and the satisfaction they will bring.

Send first circular letter to prospect list, explaining enrollment plan and inclosing enrollment card.

Publish news notes on progress of enrollment.

Send second circular letter to prospect list with enrollment card.

Publish honor roll by communities of all those enrolled.

Have project leaders enroll new members at all meetings in the county.

Publish news notes on progress of enrollment.

Send third circular letter with enrollment card to prospects still unsigned.

Have local project leaders visit unsigned prospects to enroll them.

Compile enrollment by communities and publish results.

GIVING INFORMATION

No time should be lost as the enrollments come in to follow up each prospect now turned cooperator. Every possible agency should be used to give him all essential seasonal information that he may be better fitted to follow the recommended practices correctly and successfully. A printed circular letter may be sent elaborating on the practices, or with special explanation. Thus, "Are you ready to fit your dress? Here is a diagram which shows how to fit the sleeves into the armhole."

Or in a "Save the pigs" campaign, each farmer enrolled may get a letter about the time the pigs are ready to be moved to clean pastures, to remind and instruct him. The cooperator in the clover campaign gets a letter when it is time to buy seed, and the dangers of foreign seed are stated. The cooperator in a better-apple campaign gets spray-service cards from time to time which tell him just when to spray and repeat instructions for spraying.

The county agent must not overlook this principle. Drilling in the facts is essential—retelling, reminding, encouraging, and leading the cooperator to success. Old habits are hard to break. Everyone is bound by old ways, and nearly everyone tends to slight the details. The directions said $1\frac{1}{4}$ pounds to 50 gallons of water, yet the cooperator puts in a guessed quantity. Constant repetition is necessary. Practice is required before the new way is learned. The path is one of trials and errors, successes and failures. If the teaching is rightly planned, the majority of the trials are successful. The new practice, the solution, is learned and brings the results anticipated. Satisfaction comes. The habit is well on the way, and the learner is in proper mood for the next step on the long road to improvement. But should the solution be faulty or practice with it unsuccessful and unsatisfactory the farmer is averse to further experiences with extension methods.

Consequently, the experienced county agent uses every opportunity to make sure that those enrolled follow the recommended practices correctly and that they win success. Meetings and method demonstrations are planned; tours are made to fields and barns, kitchens and homes to show people how the recommendations should be carried out. Some county agents in this stage of the campaign call up systematically all new cooperators and ask what success they are having, and offer their services in giving further information and help. They make farm calls on some of those enrolled, for the same purpose. (Fig. 12.) The end of all good teaching is a successful and satisfied learner.

REPORTING RESULTS

This feature of the campaign may seem to be a grind to the agent. Sometimes the most essential things are grinds, if following systematic routine and procedure may be so considered. It must be remembered that the final objective of the campaign is satisfied learners—that all those enrolled must be successful with the recommended practices. Unless the agent has a complete report, one which covers nearly all those enrolled, he can not measure the success and the satisfaction of the cooperators. Nor can he judge the success of the various teaching

devices used or know what changes in subject matter must be made to fit local or seasonal circumstances. Neither does he know how far nor how long he must go to reach the prospects on his list unless he has an accurate record of the people influenced.

A simple report card is best. This provides space for: "What did you do? How much? What results? What results by your old method? Are you satisfied? Will you enroll next year?" These report cards are handled just as enrollment is handled: (1) Inform prospect what is wanted and why. (2) take reports at all meetings

| | |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| CONNECTICUT AGRICULTURAL COLLEGE Extension Service and County Farm Bureaus Co-operating "GROW HEALTHY CHICKS" VISIT REPORT | |
| Name _____ | |
| Address _____ | |
| No. Chix Pledged _____ | No. Brooded _____ |
| Troubles: _____ | |
| CHECK-UP | |
| 1--Clean Chicks _____ | |
| 2--Clean Incubators _____ | |
| 3--Clean Brooder Houses _____ | |
| 4--Clean Ground _____ | |
| 5--Clean Litter _____ | |
| 6--Clean Feed _____ | |
| 7--Clean Management _____ | |
| 8--Clean Laying Houses _____ | |
| REPORTED BY.....Date..... | |

FIG. 12.—A check-up card used in visits to individuals who have adopted recommended practices, to ascertain their degree of success and the reasons for it

held in the county, (3) obtain reports by mail, (4) use project leaders in final clean-up, and (5) keep the public informed and sympathetic.

Assuredly this involves work, but there is zest in the game and satisfaction in having a full, accurate report. The following of such procedure brings in the true figures. There need be no guessing now. Perhaps the numbers are large and the records show a fine piece of work. This brings satisfaction to agents and committeemen.

Following is a report for 1926 on the "Grow healthy chicks" campaign in Connecticut. This shows the kind of summary of results obtainable when the above system is used.

THE "GROW HEALTHY CHIX" CAMPAIGN SUMMARY

January, 1927

DEAR SIR: It pays to grow "clean chicks." It means a decrease in chick mortality, a decrease in hen mortality, and an increase in egg production.

In 1925 chick mortality in Connecticut, according to survey figures, was approximately 25 per cent. In 1926, 1,038,675 chicks were signed up to be grown according to the "Grow healthy chix" program. Mortality reports have been received on 502,938 chicks, with an average mortality of 13.4 per cent—a reduction, as compared to 1925, of 11.6 per cent. Out of this number, 219,314 chicks were grown where the 8-point program was followed completely. These showed a mortality of 7.9 per cent—a decrease in mortality, as compared to 1925, of 17.1 per cent.

The "Grow healthy chix" campaign survey figures for Connecticut, 1926

| Item | Total number of chicks | Mortality, disease, weakness | Percentage of mortality, disease, weakness |
|----------------------------------------------------------------------------------------------|------------------------|------------------------------|--------------------------------------------|
| Followed all 8 points..... | 219,314 | 17,409 | 7.9 |
| Followed all 8 points except (1) clean chicks..... | 115,036 | 17,523 | 15.2 |
| Followed 8 points except (1) clean chicks and (4) clean land..... | 101,013 | 22,250 | 22.0 |
| Followed 8 points except other details such as (6) feeding boxes and (7) 5-day cleaning..... | 67,575 | 10,169 | 15.0 |
| Loss due to disease and weakness..... | 502,938 | 67,351 | 13.4 |
| Other losses due to— | | | |
| Foxes and dogs..... | | 3,246 | .6 |
| Hawks, crows, skunks, cats..... | | 6,599 | 1.3 |
| Theft..... | | 455 | .1 |
| Accident..... | | 5,824 | 1.1 |
| Other causes..... | | 3,026 | .6 |
| Loss not due to disease and weakness..... | | 19,150 | 3.8 |
| Total losses..... | 502,938 | 86,501 | 17.2 |

There can be no question about the advisability of following the 8-point program. The real question is: Can we count on your whole-hearted support in carrying out the work as follows:

Sign up for the "Grow healthy chix" program with your county agent, study the literature supplied, and give it consideration.

Follow the 8-point program, insisting upon clean chicks and clean ground.

Work for the establishment of accredited breeding flocks from accredited sources.

Encourage your neighbor to sign up and follow the "Grow healthy chix" program, as very little permanent disease work can be done single-handedly.

Very truly yours,

ROY E. JONES,
Extension Poultry Specialist.

REVIEWING RESULTS AND REVISING PLANS

The final objective of a campaign is a satisfied learner and not merely the adoption of practices. Every farmer who enrolls in the campaign should be so taught that he can follow the recommended practices. The results obtained should be pleasing and satisfying to him. Hence the county agent will scrutinize every report card as it comes in to find what success the various individuals met as a result of the campaign and its teaching. If any card shows that a farmer did not get the results expected, the county agent should visit that individual at once to find out where the trouble is. Perhaps the farmer did not do what the teachings of the campaign urged him to do. Perhaps his circumstances and conditions made the recommended practice impracticable for him.

Everything possible should be done to get to the root of the difficulty. In many instances the agent can point out the difficulty to the farmer, give the remedy, and turn dissatisfaction into satisfaction. Every complaint as well as results in general must be examined to ascertain whether the recommended practices need modification. Was the alfalfa sown too late or too early? Do local conditions demand a change in the recommended dates of planting? Has a new chemical or new treatment been found during the year? In every county each year's experience with so large a number of individuals as are enrolled in a campaign brings more facts about local conditions and situations.

This review of results is a stock taking most necessary to the continued success of the teaching. Methods as well as recommended practices need to be reviewed in preparation for the year to come. The worth of the various teaching devices is weighed. Perhaps the slogan contest did not turn out well. Why? What can be substituted next year for some of the devices that marked the campaign during the present year? How may the window displays be improved? What device can be employed with a "want-solution" idea to reach certain prospects that were not reached this year? How may the circular letters be improved? How can the local leaders be used more effectively? These questions and a hundred others are asked when the results of the campaign are known. Many questions will come up in conference and committee meetings. No plan is perfect. Every plan must be changed from year to year. A full report of results obtained each year is essential to an intelligent review of any campaign plans.

Often a county agent gets valuable hints on the effectiveness of a campaign by meeting in a county-wide dinner with all those enrolled. He can use this means also to create satisfaction—to make those enrolled feel happy about what they have accomplished and what has been done in the county. The menu feature alfalfa, clover, dairy products, green vegetables, or whatever was emphasized in the campaign. The cooperators come to feast and are praised. They review the year's work. They come to consider next year's work, to counsel, and to advise. This achievement feast and powwow develops hints and betterments, brings out praise, leaves pleasant feelings, and stirs up interest in next year's work.

With this over, the county agent clears the decks for next year and begins all over again, covering about the same ground but reaching

new prospects. Moreover, those enrolled the first year also need to go over some of the ground again, to be reminded and retold. Three to five years are needed for most campaigns. The chief danger is that the specialist and the agent get tired of the old story and look for something new in the way of projects. But they must realize that there are thousands to reach, that habit formation is a long-time matter, and they must keep their minds on the goal.

SUMMARY

A successful campaign involves many details, but the county agent who keeps the objectives in mind will not be dismayed by them. These details are a necessary means to an end. The objectives of a campaign are to influence many people to adopt certain recommended practices and to learn these so that they will be successful with them. To reach the objectives requires the use of many devices and agencies and the best kind of teaching. The use of these teaching aids is made easy if the agent outlines a plan for the year which provides a place for each detail. It then becomes a problem of organization and of training the office help, local leaders, and committeemen. Moreover, specialists are taking over more of the details of preparing printed letters, news letters, and articles, posters, display material, circulars, and the like for the county agent's use.

A well-planned campaign takes time, but it also pays big dividends in numbers of people satisfactorily taught. It reaches people by hundreds instead of by tens and twenties. Agents in New Hampshire succeeded in getting 1,500 acres of alfalfa established in five years. In one year in an alfalfa campaign they doubled this acreage—an enviable record of progress. The following year their goal was again to double the acreage.

This success is approached or exceeded by county agents in other States who are conducting campaigns planned on the lines laid down here. These successes indicate that any county agent may win the same success with a campaign provided (1) that he offer a solution to a felt want, (2) that he plan his teaching to get action and satisfaction, and (3) that he follow that plan consistently.

ORGANIZATION OF THE UNITED STATES DEPARTMENT OF AGRICULTURE

December 4, 1928

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